

GLASGOW KELVIN COLLEGE**Board of Management Meeting of 11 October 2023****2023-24 Regional Outcome Agreement****Report by Vice Principal Curriculum and Quality Enhancement****1. Introduction**

This report provides an update on the development of a Regional Outcome Agreement (ROA) for the Glasgow College Region.

2. Guidance for Outcome Agreements for Colleges and Universities

On the 11th May, 2023, the SFC published guidance for the development of Outcome Agreements for Colleges and Universities for 2023-24 (available at: [Outcome Agreement Guidance AY 2023-24 \(sfc.ac.uk\)](https://www.sfc.ac.uk/OutcomeAgreementGuidanceAY2023-24)). Due to Covid related disruption, the timing of the SFC guidance is still affected by Covid-related disruption and out of kilter with normal planning cycles, in that it is seeking an outcome agreement for an academic year in progress, rather than in advance of that year as was the case prior to Covid. We expect the SFC to correct this for the 2024-25 Outcome Agreement Guidance.

The SFC ROA guidance states that they recognise that colleges and universities are facing challenges both in terms of recovery following the emergency Covid period and in respect of funding constraints. As such, the SFC states that the outcome agreement arrangements for 2023-24 seek to maintain a streamlined approach and capture at a high level deliverables, impact and outcomes, and to give assurance on the use of allocated funding.

For 2023-24, the SFC require universities and colleges to provide four aspects within their Outcome Agreement:

- a short forward-looking Outcome Agreement that sets out what commitments the region is making in identified priority areas;
- a national measures table that includes forward-looking projections for 2023-24;
- a short self-evaluation that provides assurance over delivery of the outcomes set out in the 2022-23 Outcome Agreement; and
- case studies to demonstrate ways in which funding has been used to deliver outcomes for students, research, economic transformation and social renewal.

In Glasgow, the Glasgow Colleges' Regional Board (GCRB) have responsibility for complying with this guidance, and the GCRB executive liaise with the colleges where appropriate on contributing to the development of the Glasgow Outcome Agreement. The draft ROA attached as Appendix A has been developed by GCRB and is due to be considered by their Board shortly.

In terms of Glasgow Kelvin College input, we have provided a set of College level targets set out in Appendix B. These detail national performance indicators for the College and are based on the improvement targets agreed by the College Board of Management in August last year. Given the current inability to properly review student success rates for 2022-23, no changes to the College targets have been suggested. The College also contributed a case study profiling its new rail track maintenance course.

3. Impact on Students

The Outcome Agreement has a core focus on learner outcomes and sets out key priorities for colleges in the delivery of college education to learners in the Glasgow college region.

4. Resource Implications

The Outcome Agreement is in effect the contract between the SFC and the Glasgow College Region and provides assurance on the use of funding for 2023-24.

5. Environmental and Sustainability

There are no Environmental and Sustainability implications arising directly from this report.

6. Equalities

There are no equality implications arising directly from this report.

7. Risk and Assurance

This report provides assurance that the College is contributing to the delivery of Regional Outcome performance targets.

8. Data Protection

There are no data protection implications arising directly from this report.

9. Recommendations

Members are recommended to:

- i. note the contents of the report.

10. Further Information

Members can obtain additional information on the contents of this report from Robin Ashton, Vice Principal Curriculum and Quality Enhancement.

Glasgow Kelvin College
RA
October 2023

Glasgow College Region

Outcome Agreement 2023-2024

Empowering Scotland's most inclusive, responsive, and effective regional college system

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Outcome Agreement 2023-2024

Context and Direction

The academic year 2023-24 requires a continued focus on stability and recovery; allowing the Glasgow college system to continue to focus on achieving security for the future while building from those foundations to support our wider community – our students, staff, and their communities right across Glasgow – recognising the significant challenges facing the sector, and region. This remains characterised by a significantly challenging financial landscape and wider continuing volatilities and uncertainties. It will be vital, therefore, to maintain a focus on smoothing transitions and providing consistency as well as maintaining progression towards longer-term viability.

Unfettered access to high-quality education will provide a vital route to unlocking potential and opportunity right across our communities, and it is therefore vitally important that the Glasgow college system is focused on meeting that need, supporting those furthest from employment into education and training, contributing to a seamless transition from secondary education into tertiary education and on into employment, creating a fertile ground for lifelong learning to meet existing and emerging needs in the Glasgow city region, cultivating the valued link between college and employers, all set in an agile, flexible and responsive system. The actions and activity of the Glasgow college system must ensure that we progress the delivery of needs, with decisions actively seeking to forward these strategic aims and delivery of the *Glasgow Region Strategy 2023*:

- For **learners**, we ensure that they are at the centre of the system, with ensured equality, fairness, lifetime access to learning, skills, qualifications, guidance and information to help find an efficient learner journey; with more right turns, effective progression, and appropriate progress. The Glasgow college system effectively supports those most in need.
- For **communities**, we ensure colleges at the heart of their communities, with effective local decision making, meeting the requirements of those most in need to access effective life-changing education opportunities. Colleges will play a key role in strengthening communities and building partnerships that collectively address the challenges and opportunities for economic and social transformation.
- For **colleges**, as anchor institutions at the heart of the Glasgow eco-system, they are enabled to deliver outstanding learning, skills and qualifications at all relevant levels of the SCQF ladder which enhance Glasgow and Scotland's social and economic prosperity, across multiple modes and levels of study.
- For the **Glasgow college system**, clear and effective strategic structures, direction and relationships deliver enhanced pan-regional planning and collaboration through strategic, coherent, clear governance and management.
- For **Scotland's education system, learners, communities, employers, employees and colleges**, Glasgow's colleges are financially viable for the long term, including through further efficiency gains to secure quality and public value. The Glasgow college system is affordable, efficient in operating at the right scale, and with others to minimise unnecessary duplication, optimise digital technology, and tackle the climate crisis. The Glasgow college system plays an active role in working with partners to support economic and social recovery and development.

This should be maintained to deliver on these key priorities:

- Fair access and transitions
- Quality learning and teaching
- Coherent learning provision
- Work-based learning and skills
- Net zero and environmental sustainability response

In practice, the work, and directed funding, of the Glasgow college region in 2023-24 will include a specific focus on progress towards a system which is:

- A system-wide focus on **economic recovery** and **wider regeneration**, with particular focus on support for targeted programmes and development of a collaborative and cooperative training and skills programme and enhancing opportunities to develop skills in **enterprise and entrepreneurialism**.
- Ensure **fair access and transitions** to college education as an effective learning opportunity for everyone, whatever their age, ability, or circumstance, and in particular that college education plays a key role in increasing opportunities in Glasgow for those from protected characteristic groups, those furthest from employment, living in deprivation and in SIMD10 postcode areas.
- Delivering a focus on **skills development**, working in conjunction with Scottish Funding Council (SFC) and Skills Development Scotland (SDS) to provide effectively aligned skills provision
- Supporting **innovation and creativity** by deepening links and partnerships with employers, while developing effective pilots to support learners who are better equipped for a complex future.
- Supporting a learner journey of **effective, seamless and coherent transitions** through the education ecosystem, from secondary education in Glasgow into tertiary education and employment
- Support and facilitate greater **pan-regional planning and activity** in Glasgow and the wider economic region to enhance economic and social recovery, promote greater regional partnership work across internal and external stakeholders to deliver an enhanced role in economic recovery and wider regeneration, including exploration of strategic alignment to leverage more effective outcomes.
- Leading the way on **digital transformation**, including the progression of the Digital Ambition for Scotland's Colleges¹ to support learners to access the most effective, high quality learning environments, both physically and digitally
- Progressing the regional and national focus on the **environment and sustainability** in line with Scottish colleges' *Statement of Commitment on the Climate Emergency*² and *Climate Action Road Map for FE Colleges*, affirming a Glasgow colleges-wide commitment to a regional strategic approach through a Glasgow-specific strategy, roadmap and reporting

¹ <https://www.cdn.ac.uk/wp-content/uploads/2020/10/Digital-Ambition-Report.pdf>

² <https://www.cdn.ac.uk/wp-content/uploads/2021/05/Scottish-Colleges-Climate-Emergency-Commitment.pdf>

Key Priorities and Commitments: Regional and National

Fair access and transitions: The colleges will continue to maintain a coherent, coordinated policy of fair access, with application systems, digital and physical online open days, information sessions and engagement, student support services, and adherence to monitoring of performance indicators. Transitions are monitored to ensure that access to education at all levels is clear and accessible, with transitions and partial completion facilitated where appropriate and on-going support for all students to achieve the best possible outcomes. Specific transition agreements with partner universities were put in place for 23-24 to alleviate resulting issues.

Quality learning and teaching: Overall approaches to the planning of learning and teaching are shared collaboratively at the cross-college Glasgow Colleges Group Learning and Teaching Group, with representation from Vice Principals and the GCRB Executive Director, supporting a coherent regional response and communication. Learning and teaching is monitored at individual college level. In addition to reporting to individual college boards, high-level reporting from each college is maintained via the Performance and Resources Committee of GCRB and GCRB Board. In addition, GCRB works closely with the Student Associations of the three colleges and their cross-college regional group to monitor and nurture the student voice, and this continues to provide valuable insight at board level. Individual colleges also monitor student voice via a series of surveys and overall student satisfaction is measured via the national student satisfaction survey. Glasgow's Student Associations have been actively engaged in activity, including on-going development work directly with GCRB to ensure that they are engaged and informed participants in planning, student communication, and contributing to national and regional review work. There has been a highly successful ethos of open collaboration across the three colleges' Student Associations which has led to effective joint presentations to the GCRB board as well as in strong contributions to regional review activity. Students' voices are actively sought, and their insights are acted upon. In addition, the individual colleges have continued to engage via various communication channels as well as further developing student insights with questionnaires to benchmark and identify issues.

Coherent Learning Provision: The 2023-2024 academic year is one characterised by change, with an overall reduction in the Credit target, allied to staffing and structural changes across the Glasgow college. High-level performance is monitored by GCRB, and reported on a regular basis, while cross-colleges regional planning is facilitated by the Glasgow Colleges' Learning and Teaching Group, including GCRB and the three Glasgow colleges. Pilot planning of coherent provision was undertaken with Skills Development Scotland, and we will revisit a mechanism for coherent planning in 23-24, including exploration of sector-specific planning pilots.

Work-based learning and skills: The Glasgow colleges work closely with employers and industry at a faculty level to deliver learning with real impact which supports provision. Where practical in-college work has been required to ensure that learners progress, was safeguarded during the Covid-19 pandemic and this has now increased colleges fully embrace on-site and on-placement learning activity. Partnership work with Glasgow City Council is ensuring that work-based learning opportunities in key areas and industries are progressed, and the council's Just Transitions plan is also informing future direction to ensure a coherent response and maximise college-based opportunities.

Net zero and environmental sustainability response: GCRB included the provision of a coherent Glasgow response to the climate emergency in the initial Outcome Agreement 2020-2021 and that commitment remains steadfast. Led by a Project Manager (Environment and Sustainability), this cross-colleges role is delivering a consistent regional and strategic approach to the on-going work of the Glasgow colleges to contribute to the city region's ambitious targets. In addition, the project has convened a cross-colleges leadership group and sought to include the broader consideration of developments towards a 'Green curriculum', identifying new opportunities to evolve the curriculum, to create new opportunities for learners and communities, and to eventually offer a new suite of qualifications in this area, and a new focus on identifying opportunities, including for funding and external partnership development. In addition, individual colleges are developing qualifications, staff, and student CPD and other experiences which begin to shift the focus of the Glasgow college system to a significantly more climate emergency-aware footing. During this session, a co-created regional strategy will continue to be delivered, the Glasgow college system will continue to progress its place on the *Climate Action Road Map for FE Colleges*, including a tailored Glasgow-specific articulation, as well as reporting against progress toward the signed commitment to deliver on the *Scottish Colleges' Statement of Commitment on the Climate Emergency*.

As a recipient of public funds, the Glasgow college region is committed to Fair Work practices but recognises that this is an on-going process, and that further progress will be required. This agenda is being led for the sector by College Employers Scotland and a draft sectoral Fair Work Statement and articulation of high-level practices is under development.

The statement sets out the sector's commitments via a Fair Work Working Group, which includes membership and contributions from the Glasgow colleges.

The Glasgow colleges have articulated a commitment to partnership working and engagement with Trades Unions, employees, and stakeholders. Relevant Trade Unions are recognised by both GCRB and Glasgow's assigned colleges, and opportunities to provide voice to employees are actively promoted and supported regionally, as well as via appropriate governance vehicles such as committees and boards.

GCRB is committed to maintaining this approach.

Contribution to economic recovery and social renewal

Fair Work

Glasgow is Scotland's largest city region, serving a significant population as well as learners who travel into the city from beyond. Serving just under one quarter of the Scottish college system, we recognise the vital role that Glasgow's colleges will continue to play in contributing to economic recovery and social renewal and reassert the vitally important role of college in transforming lives and delivering life chances.

Representing over one fifth of Scotland's college system, the Glasgow colleges are a vital element of delivering the Scottish Government's *National Strategy for Economic Transformation*³, and recognise this as a key guiding principle in shaping delivery, now and for the future.

The Glasgow colleges have long been immersed in the key role of widening access and participation in learning, and we continue to work in close collaboration with partners across various local authorities to provide opportunities for progressing learners, as well as contributing to the planning of regional responses. Members of GCRB and the college are members of key community planning, regional strategic response, and specific response groups with local authorities, and we will continue to ensure that the work of meeting the needs of learners and communities is at the heart of our activity.

In addition, and more broadly, we continue to provide a coherent regional response to future planning by coordinating regional planning group meetings. The ambition to provide new courses which are responsive to emerging needs is clearly stated by all of our colleges, as is the central commitment to providing real, lasting positive social impact at the heart of our communities. In particular, new short courses and fast-track qualifications have been launched which have a focus on employability skills, digital skills, and/or targeted qualifications in key regional sectors in line with most recent job market data delivery by our partners at Skills Development Scotland, with this data being analysed as part of the planning process at college and board level. This support will continue across the SCQF ladder of qualifications.

The Glasgow colleges continue to provide opportunity in work-based learning, and its provision is one of the priority areas which will be increased as colleges reopen to increased levels of activity. It is inevitable that this area is one which has had severe impact as industry, education and society have lived through lockdown, though we have continued to seek to address access to work-based in education in areas such as care, engineering and construction, and maritime.

Multi-agency partnership across the education eco-system and beyond will be a key driver of success, and the Glasgow college region will engage with College Development Network and the Economic Recovery Group to ensure that this progresses in a coherent, meaningful and effective manner.

³ <https://www.gov.scot/publications/scotlands-national-strategy-economic-transformation-delivery-plans-october-2022/>

Across the Glasgow college region, in-depth labour market intelligence is developed in conjunction with work from Skills Development Scotland as well as local authorities and key industry partners across a variety of sectors. This has been carefully analysed at college level and high-level partnership review is included at the Glasgow Colleges Group cross-colleges meetings. In addition, the Glasgow colleges and GCRB have engaged with Glasgow City Council and associated partners including Glasgow Chamber of Commerce and the voluntary sector to identify new interventions which include pathways into education from secondary school as well as from placements funded by other interventions within the region. In addition, the colleges continue to develop a suite of interventions which are industry specific as well courses with focus on meta-skills, work-readiness, and digital skills.

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Programme of Action 2023-2024

The Glasgow Colleges' Regional Board Programme of Action provides an opportunity to deliver targeted support for projects, partnerships and research to advance the region's ambitions and strategic priorities above, and is specifically designed to deliver on Glasgow regional ambitions with significant impact for our learners and their communities. For 2023-24 the proposed Programme of Action seeks to advance various key elements.

The proposed projects to be taken forward in the academic year are as follows:

Action for Children: For over 60 years, Action for Children has been working with young people and their families who are on the edge of crisis to meet their immediate needs, to ease mounting pressures and support them to access opportunities to change their lives for the better. Their services are primarily located in communities ranked in the top 20% most deprived areas on the Scottish Index of Multiple Deprivation. The families they support have low or insecure incomes and rarely have the resources to see them through difficulties. Their services support a range of people experiencing poverty and/or trauma including: fostering and residential resources to find children safe homes; support for those that have been abused, neglected or find themselves homeless; projects that give young people the tools to look after their mental wellbeing; residential breaks and support for young people with disabilities and their families; employability support for young people who are not in education, employment or training and support for young people who offend or are at risk of offending. Action for Children's STAY project works to support college students who are at greatest risk of withdrawal, non-attainment and poor transition, e.g. care experienced students, young carers, young people from the most deprived SIMD areas and those who have experienced an adverse childhood.

This project evidences very strong alignment with the strategic aims of the Glasgow college region, and an increase in funding is allocated in this year to support Action for Children to expand their services and to unlock greater match funding in partnership with the Robertson Trust.

Young Enterprise Scotland: The Bridge 2 Business scheme is Young Enterprise Scotland's Further Education programme, and national funding direct from Scottish Government is processed via GCRB for delivery of the programme to nine colleges across Scotland, including all three Glasgow colleges. In addition to this standard funding, GCRB was able to directly support the Bridge 2 Business+ offer in 2021-22, and support for this enhanced model is supported again in 2023-24 to allow it to be more fully rolled out and expanded to a wider cohort of learners in Glasgow. The programme seeks to inspire, connect and support learners in developing a wider practical understanding of business, enterprise and entrepreneurialism. Support for the enhanced offer will allow Glasgow colleges to benefit from the support of a dedicated Programme Executive, and unlock various opportunities enterprise initiatives, social enterprise challenges, workshops, cross-colleges link opportunities, support and mentoring. In 2023-24 we will look to support greater interaction with learners as well as seeking to bring enterprise and entrepreneur opportunities to learners at lower SCQF levels and greater need profiles.

ESOL: English for Speakers of Other Languages is of critical importance in Glasgow, where we have by far Scotland's largest cohort of learners as well as significant additional demand. ESOL is seen as a vitally important element of reaching learners who are often in Glasgow's most deprived communities and with limited or no access to Further Education. It is seen as an important stage in creating opportunities, and in ensuring that Further Education plays a key role in supporting transitions into learning and work. ESOL funding for the Glasgow college system is provided by GCRB to Glasgow Clyde College, and this has created an effect forum for strategic planning and operational delivery, with membership from all three of Glasgow's colleges as well as local authorities, third sector and other delivering agencies and partners. The group is currently working on evolving the offer and partnership to provide a more effective system, and it is proposed that funding is maintained to ensure this effective partnership and evolution is able to continue.

Mental Health and Wellbeing: For 2023-24, GCRB and the Glasgow colleges recognise the vital importance of investing in student-focused mental health support to maximise assistance for our learners and give them the very best opportunity to thrive in a college setting. We will therefore invest in additional counselling and mental health services in the Glasgow colleges. Regional investment in this area has enabled GCRB to facilitate partnership working, deliver training in colleges, and support provision of online support via an online system. Much of this activity is now embedded across the colleges, and is more fully served by direct, specific funding

from SFC, so the time is right to explore the evolution of regional opportunities in this space. We continue to work with the Glasgow Colleges' Student Executives to provide support for student-led mental health and wellbeing initiatives. In addition, we convene regional and national experts to identify additional activity which can be piloted in Glasgow to make positive change in this vital area.

Climate Change and Sustainability: This project will continue into 2023-24 academic year, ensuring that the Project Manager (Environment and Sustainability) post is able to continue. During this time, the Regional Climate Change and Sustainability Strategy will continue to be delivered, linked to college strategies and the national roadmap for FE colleges. In addition, the cross-colleges working model will be embedded and sustained, learning and teaching opportunities will be expanded in collaboration with the colleges, and process and activity will be developed and delivered to identify and pursue external funding opportunities and wider partnerships.

Glasgow Colleges' Regional Board and the Glasgow colleges recognise the climate emergency and seek to continue to lead by example in a number of ways. This includes our regional commitment to the development and delivery of the Glasgow regional climate action strategy and associated roadmap, our commitment to the national Colleges' Climate Commitment, our partnership and membership of EAUC, and in a wide range of projects and commitments right across the Glasgow college system. In addition, work with Glasgow City Council in support of their Just Transition strategy will ensure that the college system is a key contributor to the city's emerging approach in this key area.

Case Study 1 – City of Glasgow College, Financial Services Showcase

The Faculty of Education & Humanities organised and delivered a three-day Financial Services conference in December 2022. The primary aims of the conference were to:

- Inspire our students to consider the attractiveness of a career in financial services.
- Learn about the variety of job roles and routes into the sector.
- Encourage students to develop networking skills and begin to grow their own network.
- Showcase to employers the capable and diverse talent pipeline available at CoGC.

These aims directly compliment the three elements of the Scottish Financial Enterprise Skills Action Plan for Financial and Professional Services: *Skills, Pathways and Promotion*. Each day had a specific focus:

Day One - 'Skills': students were invited to join a range of industry experts to understand the current landscape and opportunities in the sector and the potential future skills gaps.

Day Two - 'Investment and Regulation': smaller interactive workshops were delivered by Investment 2020, including networking sessions, followed by keynote speakers in senior roles within investment and regulation.

Day Three - 'Women in Finance': highlighted the challenge and opportunities relating to sector diversity. There were a series of smaller sessions delivered by females working within financial services, discussing their experiences and journey. There was also a marketplace where employers and universities could promote relevant pathways.

The conference enabled City students to experience learning outwith the formal curriculum, developing interpersonal and career management skills. Over 850 students engaged in activities, from Access learners studying at SCQF levels 4/5 to HND learners at SCQF Level 8. Learners not only participated in the formal activities in the conference agenda but were also encouraged to network with industry partners to consider the various pathways into the sector. Reflective sessions in classes following the conference supported learners to articulate how they had benefited from these experiences in a way that will support their career aspirations.

The conference also demonstrated the College's *connectedness* with employers, with over 50 industry partners contributing. The requests from employers to participate exceeded capacity which highlights the strong appetite in the sector to engage with the talent pipeline. The event was also praised for the gender balance of industry participants, with diversity and inclusion being a key priority in the sector.

The industry professionals who participated acted as champions for the sector, shining a positive light on emerging opportunities and positive cultures, moving away from traditional perceptions. The diversity of roles and personal journey of each speaker allowed students to understand the various pathways and underpinned the principles of #nowrongpath. Investment 2020 organised a networking workshop for students to develop their networking skills and speakers encouraged learners to use the conference to start building their professional network.

The students were *actively* engaged in activities to prepare for the conference and throughout the event. Lecturers ran a series of workshops prior the event where they researched the keynote speakers, identifying questions that they would like to ask the speaker. The Panel Discussion was entirely led by questions that were pre-prepared by students. The second day of the conference consisted of a series of interactive workshops with students working in groups to complete a task set by an industry partner. The industry participants all commented positively on the calibre of questions and level of engagement at each of the sessions.

Blended approaches were also utilised in the conference, via a conference website and digital conference programme, and with the keynote speaker from Fintech Scotland attending virtually via MS Teams. The Conference was a successful event with positive feedback from industry and student participants. From the students that responded, 96% would recommend the conference to a friend, colleague or future student. In addition to achieving the conference aims, the event was also a success in providing an experience for learners that aligns to the City of Glasgow College Student Academic Experience Strategy.

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Case Study 2 – Glasgow Clyde College

Workforce Support in Health and Social Care at Glasgow Clyde College

It is widely accepted that adult social care, unlike nursing, is an area which finds it difficult to recruit and both public sector and private sector care homes struggle to fill vacancies.

Whilst colleges advertise a range of full-time programmes in this highly regulated area, they also often struggle to recruit, and so fail to deliver a reliable pipeline of trained labour into this sector. Following feedback from staff, students and employers, Glasgow Clyde College concluded that existing SQA group awards took too long to complete which discouraged applicants from a wider demographic to consider social care as a career.

In order to address this clear challenge, it was decided to co-create a shorter, sharper solution, which included paid placements as a way of incentivising entry into this type of work.

Discussion began in April 2022 with Glasgow Health and Social Care Partnership (HSCP) to find out what the workforce requirements would be for adult social care. Initial discussion was to ascertain how to bridge the required competencies in a bespoke collection of SQA units and other professional recognised training elements.

Curriculum Managers worked on what would be the best content and model of delivery and settled on an 18-week SFC credit-funded programme at SCQF level 5 which, uniquely, included two days of paid work with Glasgow City Council per week. Content included SQA units chosen by the HSCP, in line with expert college advice, supplemented by the Scottish Manual Handling Passport. HSCP selected three council care homes who provided all the placements and identified staff who could act as mentors.

The college helped train those staff in what would be required in a mentoring role with students (and in the next iteration they intend to use FWDF funding to cover the cost of this training). Students were then recruited for a pilot and Glasgow Clyde College and HSCP interviewed jointly. HSCP were also invited to college open days, while the college's experienced digital marketing team used social media to spread awareness of the opportunity through its established channels.

The first cohort found 15 adults returners which included both males and females and a notable proportion of settled asylum seekers who were looking to enter the world of employment.

Students benefitted from twin on-boarding processes into both college and council systems, and college training materials on the Canvas online portal dovetailed well with the Local Authorities' 'Gold' platform, both used for online learning. HSCP also go to the college to input directly into the taught elements of the course with the rest delivered by college staff. Feedback is positive and a full evaluation will be conducted soon.

However, students value the 'earn while you learn' nature of the delivery and all are guaranteed an interview for permanent work on completion. The course is also flexible in that the workplace element can be completed either as two full days, or as a weekend shift, or as a 12-hour shift – depending on student preference. A second cohort will begin in January 2024 with HSCP again invited as a recruitment partner to the college's Saturday open days which have been most effective in finding adult returners.

Fife HSCP have expressed interest in the model and are proposing the implementation of a similar model with Fife College.

Case Study 3 – Glasgow Kelvin College

On track to success – supporting direct employment in the rail industry

In order to better support our students' employment prospects, Glasgow Kelvin College has prioritised opportunities for work-experience to develop on the job skills and contacts, alongside strengthening post-course routes to employment for students.

One successful example of this approach is a new programme which we developed jointly in 2022-23 with SWGR, a Glasgow employer which provides track maintenance services to the rail industry. The discussions that followed outlined that employment demand from the rail industry was higher than supply and the college and SWGR agreed to work together on a course that would give students an opportunity in the rail industry.

The aims of the project were to develop a course in conjunction with SWGR that would equip students with the relevant skills, experience, and qualifications for employment in the rail industry in track maintenance and repair. In addition, SWGR, on successful completion, would interview students with a view to providing employment routes.

The specific aims of the new programme were to:

1. Design and deliver an industry approved course suitable for employment in the rail industry as a Track Maintenance and Repair Operative.
2. Design and deliver a course that provides pre-apprenticeship learning and teaching for engineering and construction industries.
3. Course inclusive and open to all applicants – no formal entry requirements.
4. Rail specific vendor qualifications that are mandatory for employment and working in rail industry must be provided.
5. Course design must permit route to employment/apprenticeship in shortest time period possible.

Over the four months from August to December, Glasgow Kelvin College and SWGR met a number of times to work on the design and timeline for the training, certification and steps to employment for students. The outcome was an engineering focussed, mainly practical course with no formal entry requirements that ran over 18 weeks. The course covered topics such as practical mechanical skills, practical electrical/electronic, practical maintenance, and core-skills as well as health and safety and first aid. Furthermore, rail theory and rail specialist modules, designed in conjunction with SWGR, were also delivered.

Students that successfully achieved the college qualification, and those looking to enter the rail industry, were put forward for rail industry specific qualifications – PTS (Personal Track Safety) (one day) and TIC (Track Induction Course) (five days). These qualifications are essential to work within the rail industry and were included in the course.

The course ran as a January start in 2023 and ran for 18 weeks, delivered at Glasgow Kelvin College's Springburn Campus and SWGR's Springburn premises and simulated rail track. The programme enrolled 28 students in January. Of the students enrolled, 70% successfully completed the course and the majority of these students have now gained employment with SWGR as Track Maintenance and Repair Operatives.

The college is currently recruiting for a new cohort and keen to extend this type of delivery. Presenting students with real employment opportunities from the start helped with engagement levels and enthusiasm levels. Additionally, providing vendor, industry recognised, mandatory qualifications provided students with a real chance of gaining long-lasting employment, with career progression opportunities within the rail industry (SWGR or otherwise).

Key Performance Indicators

Appendix A sets out core targets for 2023-24. The list of indicators is in line with those approved by the Scottish Funding Council, and seeks to prior a stable, managed approach to the delivery of college education across Glasgow as we move beyond the Covid-19 pandemic while recognising the significant financial challenges facing the sector. Continuing to promote success for learners right across our communities remains a key priority, as does monitoring the impacts on our learners and on particular characteristics.

In addition to the Key Performance Indicators included, this Outcome Agreement sets out the Glasgow college system's commitment to the *Climate Action Road Map for FE Colleges*, and that a Glasgow-specific road map and associated strategy is developed to provide the regional measure of progress in this area.

In addition to this Outcome Agreement, it is proposed that GCRB continue to engage, both internally with stakeholders and externally with Scottish Funding Council, to shape a future framework for future regional agreements, and that this Outcome Agreement is seen as a supportive interim position ahead of further evolution.

Progression from 2022-2023

The Glasgow college system continues to deliver a major contribution to Scotland Higher Education and Further Education tertiary provision, accounting for between one quarter and one fifth of the entire Scottish college education sector.

A total of 374,921 Credits, or 98.24%, were delivered in 2022-23 against an initial ambitious total Credit target of 381,624. This continues to illustrate a significant investment in maintaining college education across multiple levels, and in maximising new opportunities and interventions for Glasgow's learners and communities, as well learners from a wider geographical area. It is also an increased percentage performance over 2021-22, showing some sign of continued recovery in the aftermath of the Covid-19 pandemic and its associated impact on learning and teaching.

City of Glasgow College delivered 172,510 total Credits against a target of 175,333 (98.38%). Glasgow Clyde College delivered 124,940 against a target of 126,357 (98.87%). Glasgow Kelvin College delivered 77,471 Credits against a target of 79,934 (96.91%).

There were, however, significant challenges in meeting targets. The delivery of Foundation Apprenticeships was also of particular challenge, and the total Credits delivered was 3644 against a target of 6960 (45.63%). This did, however, constitute some modest growth on the previous year's FA delivery (3176 Credits), but remains indicative of a particularly challenging product to deliver and maintain. This, allied to challenges in delivering to senior phase aged pupils across various qualifications, is identified as a continuing trend in the region.

The number of Credits delivered to learners from the lowest SIMD 10% continues to be a success story for the Glasgow college region and is maintained as a core focus.

A total of 104,818 Credits were delivered against a target of 101,000 (3.7% above target), with City of Glasgow College delivering 38,759 against a target of 40,000 (-1242), Glasgow Clyde College delivering 37,148 against a target of 36,000 (+624), and Glasgow Kelvin College delivering 28,912 against a target of 25,000 (+3912).

Similarly, the number of learners disclosing as care-experienced continues to grow. The target of 21,000 Credits is projected to be surpassed with delivery of 27,030 Credits (28.7% above target). Glasgow Kelvin College delivered 7990 Credits against a target of 5000, Glasgow Clyde College 9624 against a target of 9000, and City of Glasgow College 9416 against a target of 7000.

This constitutes a significant success story in the disclosure and inclusion of care-experienced learners in the Glasgow college system, accounting for an increase in 20,000 Credits delivered per year in the space of the last decade.

For 2023-24, we seek to maintain progress in providing access to life-changing college education across the Glasgow region, meeting overall Credit targets, continuing to develop and safeguard our wider offering, while seeking to have

a positive impact on outcomes for students from specific demographic groups and building on our overall student satisfaction.

It is important to note that the Glasgow colleges have planned for a 10% reduction in delivery for 23/24 to align with available funding. In-year opportunities to expand delivery will continue to be explored and delivered wherever possible, but targets set in this Outcome Agreement are reflective of the current planned activity of the Glasgow colleges.

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Glasgow College Region Key Performance Measures 2023-24 (Appendix A)

	Performance Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Target 2022-23	Target 2023-24
A	Credits Delivered (Core)	372,863	385,099	370,472	374,776	370,076	370,769	376,162	385,377	381,624	343,462
	Credits Delivered (ESF)	0	0	19,063	20,911	18,890	19,118	15,297	12,052	0	0
	Credits Delivered (Core + ESF)	372,863	385,099	389,535	395,687	388,966	389,887	391,459	397,429	381,624	343,462
B	Volume of Credits Delivered to 10% most deprived postcode areas	108,561	112,498	117,713	116,822	114,993	113,433	111,968	108,224	101,000	95,300
	Proportion of Credits delivered to 10% most deprived postcode areas	29.1%	29.2%	30.2%	29.5%	29.6%	29.1%	28.6%	27.2%	26.5%	27.7%
C	Volume of credits delivered to care-experienced learners	951	2052	4213	10,214	15,096	25,143	22,954	23,557	21,000	23,400
	Proportion of credits delivered to care-experienced learners	0.3%	0.5%	1.1%	2.6%	3.9%	6.4%	5.9%	5.9%	5.5%	6.8%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	348	428	556	862	1218	1334	911	1001	1285	960
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	66.2%	67.2%	64.1%	65.5%	66.3%	69.8%	61.4%	53.8%	68.1%	67.7%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	5455	5530	5295	5476	5369	5511	4658	4423	5600	4703
	Total number of FTFE students	8236	8226	8255	8358	8096	7894	7583	8221	8222	6950
E1A	The percentage of FT FE care-experienced students successfully achieving a recognised qualification	50.0%	55.6%	44.4%	51.0%	59.8%	64.7%	52.5%	42.6%	55.8%	59.4%
	The total number of FT FE care-experienced students achieving their qualification	20	63	171	353	525	841	745	807	770	700
	The number of FT FE care-experienced students successfully completing	10	35	76	180	314	544	391	344	430	416
E1B	The percentage of FT FE SIMD10 students successfully completing a recognised qualification	65.3%	66.1%	61.1%	62.5%	62.9%	67.8%	58.3%	52.5%	63.4%	65.1%
	The number of FT FE SIMD10 students successfully completing a recognised qualification	1772	1838	1768	1860	1813	1886	1545	1412	1680	1563

	The total number of FT FE SIMD10 students	2713	2779	2894	2978	2883	2780	2652	2692	2650	2400
	Performance Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Target 2022-23	Target 2023-24
E1C	The percentage of FT FE 16 to 19 year olds successfully completing a recognised qualification	65.2%	65.0%	61.9%	63.9%	62.6%	66.8%	57.9%	48.0%	63.1%	65.6%
	The number of FT FE 16 to 19 year olds successfully completing a recognised qualification	2943	2907	2713	2757	2534	2666	2188	2008	2560	2420
	The total number of FT FE 16 to 19 year olds	4517	4472	4385	4317	4049	3991	3782	4184	4060	3690
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	76.6%	79.5%	79.3%	80.3%	81.5%	82.5%	76.9%	74.9%	82.1%	82.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	10,640	13,199	13,863	14,500	15,395	14,596	11,132	13,230	13,351	12,130
	Total number of PTFE students	13,895	16,603	17,480	18,050	18,878	17,699	14,476	17,674	16,259	14,800
E2A	The percentage of PT FE Care-experienced students successfully completing a recognised qualification	91.7%	83.7%	64.7%	78.5%	77.3%	75.2%	68.4%	65.5%	69.6%	71.9%
	The number of PT FE care-experienced students successfully completing a recognised qualification	11	77	77	448	478	697	553	639	710	665
	The total number of PT FE care-experienced students	12	92	119	571	618	927	808	976	1020	925
E2B	The percentage of PT FE SIMD10 students successfully completing a recognised qualification	73.2%	77.5%	78.4%	78.0%	79.0%	79.8%	74.5%	74.4%	77.4%	78.6%
	The number of PT FE SIMD10 students successfully completing a recognised qualification	3812	4960	5389	5146	5499	4928	3476	4310	4490	4110
	The total number of PT FE SIMD10 students	5210	6400	6877	6599	6960	6172	4666	5792	5800	5230
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	74.1%	74.7%	73.4%	73.4%	71.3%	76.4%	74.3%	70.0%	76.3%	76.6%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	8081	8353	8332	8312	8063	8515	8306	8778	9160	8345
	Total number of FTHE students	10,900	11,188	11,348	11,325	11,303	11,152	11,178	12,545	12,012	10,900
E3A	The percentage of FT HE care-experienced students successfully completing a recognised qualification	53.8%	90.0%	75.5%	62.3%	62.3%	62.1%	71.3%	47.9%	58.8%	62.7%
	The number of FT HE care-experienced students successfully completing a recognised qualification	7	27	40	71	152	262	239	159	194	188

	The total number of FT HE care-experienced students	13	30	53	114	244	422	335	332	330	300
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	Performance Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Target 2022-23	Target 2022-23
E3B	The percentage of FT HE SIMD10 students successfully completing a recognised qualification	68.6%	72.6%	70.9%	69.0%	68.1%	72.7%	69.0%	55.3%	68.2%	69.9%
	The number of FT HE SIMD10 students successfully completing a recognised qualification	1478	1629	1655	1483	1524	1678	1575	1146	1370	1273
	The total number of FT HE SIMD10 students	2153	2244	2334	2148	2239	2309	2283	2074	2010	1820
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	79.7%	78.7%	81.1%	79.4%	78.7%	79.1%	79.2%	80.4%	84.0%	82.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	2190	2304	2548	2709	2446	2183	2490	4122	4285	3738
	Total number of PTHE students	2749	2926	3143	3410	3108	2759	3142	5126	5100	4560
E4A	The percentage of PT HE Care-experienced students successfully completing a recognised qualification	N/A	50.0%	100%	44.8%	54.8%	76.6%	73.6%	68.7%	69.6%	71.7%
	The number of PT HE care-experienced students successfully completing a recognised qualification	0	1	2	13	23	82	78	57	71	66
	The total number of PT HE care-experienced students	0	2	2	29	42	107	106	83	102	92
E4B	The percentage of PT HE SIMD10 students successfully completing a recognised qualification	73.8%	73.7%	74.5%	75.6%	71.2%	72.4%	74.1%	63.9%	72.4%	73.6%
	The number of PT HE SIMD10 students successfully completing a recognised qualification	329	339	356	390	329	320	378	289	326	299
	The total number of PT HE SIMD10 students	446	460	478	516	462	442	510	452	450	406
F	Number of students achieving an HNC/D qualification articulating to degree level courses	0	2546	2563	2818	2764	2519	2605	3090	3090	2900
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	0	1520	1487	1639	1588	1527	1589	1734	1820	1773
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	N/A	59.7%	58.0%	58.2%	57.5%	60.6%	61.0%	56.1%	58.9%	61.1%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	5417	5151	5063	5263	5058	5195	4906	5770	5770	5770
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	5307	5009	4934	5104	4902	5004	4747	5639	5639	5639
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	98.0%	97.2%	97.5%	97.0%	96.9%	96.3%	96.8%	97.7%	97.7%	97.7%

	Performance Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	Target 2022-23	Target 2023-24
	Total number of full-time HE college qualifiers (in confirmed destinations)	4436	4437	4541	4742	4694	4839	5099	5040	5040	5041
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	4296	4273	4419	4551	4506	4585	4974	4913	4913	4913
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.8%	96.3%	97.3%	96.0%	96.0%	94.8%	97.5%	97.5%	97.5%	97.5%
H	Percentage of students overall satisfied with their college experience (SSES survey)								88%	90%	90%

Please note that 2019-20 figures for measures E, G and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.

Appendix B

Appendix B: Glasgow Kelvin College KPIs for 2021-22 Outcome Agreement

Measure		2023-24 Target
A	Credits Delivered (Core)	71,941
	Credits Delivered (ESF)	0
	Credits Delivered (Core + ESF)	71,941
B	Volume of Credits Delivered to 10% most deprived postcode areas	25,600
	Proportion of Credits delivered to 10% most deprived postcode areas	35.6%
C	Volume of credits delivered to care-experienced learners	6,000
	Proportion of credits delivered to care-experienced learners	8.3%
D	Number of senior phase age pupils studying vocational qualifications delivered by colleges	220
E1	Proportion of enrolled students successfully obtaining a recognised qualification (Full time FE)	65.0%
	Number of enrolled students successfully obtaining a recognised qualification (Full time FE)	943
	Total number of FTFE students	1,450
E1A	The percentage of FT FE care-experienced students successfully achieving a recognised qualification	60.0%
	The total number of FT FE care-experienced students achieving their qualification	200
	The number of FT FE care-experienced students successfully completing	120
E1B	The percentage of FT FE SIMD10 students successfully completing a recognised qualification	65.0%
	The number of FT FE SIMD10 students successfully completing a recognised qualification	520
	The total number of FT FE SIMD10 students	800
E1C	The percentage of FT FE 16 to 19 year olds successfully completing a recognised qualification	57.5%
	The number of FT FE 16 to 19 year olds successfully completing a recognised qualification	460
	The total number of FT FE 16 to 19 year olds	800
E2	Proportion of enrolled students successfully obtaining a recognised qualification (Part time FE)	83.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time FE)	3,818
	Total number of PTFE students	4,600
E2A	The percentage of PT FE Care-experienced students successfully completing a recognised qualification	81.5%
	The number of PT FE care-experienced students successfully completing a recognised qualification	220
	The total number of PT FE care-experienced students	270
E2B	The percentage of PT FE SIMD10 students successfully completing a recognised qualification	79.3%
	The number of PT FE SIMD10 students successfully completing a recognised qualification	1,070

	The total number of PT FE SIMD10 students	1,350
E3	Proportion of enrolled students successfully obtaining a recognised qualification (Full time HE)	70.0%
	Number of enrolled students successfully obtaining a recognised qualification (Full time HE)	840
	Total number of FTHE students	1,200
E3A	The percentage of FT HE care-experienced students successfully completing a recognised qualification	70.0%
	The number of FT HE care-experienced students successfully completing a recognised qualification	49
	The total number of FT HE care-experienced students	70
E3B	The percentage of FT HE SIMD10 students successfully completing a recognised qualification	69.7%
	The number of FT HE SIMD10 students successfully completing a recognised qualification	230
	The total number of FT HE SIMD10 students	330
E4	Proportion of enrolled students successfully obtaining a recognised qualification (Part time HE)	78.0%
	Number of enrolled students successfully obtaining a recognised qualification (Part time HE)	468
	Total number of PTHE students	600
E4A	The percentage of PT HE Care-experienced students successfully completing a recognised qualification	70.4%
	The number of PT HE care-experienced students successfully completing a recognised qualification	19
	The total number of PT HE care-experienced students	27
E4B	The percentage of PT HE SIMD10 students successfully completing a recognised qualification	71.1%
	The number of PT HE SIMD10 students successfully completing a recognised qualification	64
	The total number of PT HE SIMD10 students	90
F	Number of students achieving an HNC/D qualification articulating to degree level courses	470
	Number of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	275
	Proportion of students achieving an HNC/D qualification articulating to degree level courses with advanced standing	58.5%
G	Total number of full-time FE college qualifiers (in confirmed destinations)	1,140
	Number of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	1,115
	Proportion of full-time FE college qualifiers in work, training or further study 3-6 months after qualifying	97.8%
	Total number of full-time HE college qualifiers (in confirmed destinations)	540
	Number of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	519
	Proportion of full-time HE college qualifiers in work, training or further study 3-6 months after qualifying	96.1%
H	Percentage of students overall satisfied with their college experience (SSES survey)	96.0%